

DANCE LESSON 2

Year 6

Learning Intention: How can you use 'dynamics' when performing a dance?

Yr 6

I can show some 'dynamic' elements in my dance.

I can show a variety of 'dynamic' elements in my dance.

I can incorporate a variety of 'dynamic' elements and perform with confidence, control and fluency.

Resources:

Track 1- warm up

Yr 5 Key Words: Relationships, space, dynamics, elements, matching, mirroring, energy, speed, flow, collaborate, stimulus

Yr 6 Key Words: Transition, contact, proximity, complement, contrast, continuous, robotic, acceleration, deceleration, communicate

Warm Up

In groups of four, create an aerobic dance warm up:

We are going to recap the **dynamic elements** of dance.

What does the concept of **dynamics** in dance mean? **HOW** the dancer moves. E.g. fast/slow, **acceleration/deceleration**, low energy/high energy, strong/light, flowing/sharp.

1. Can you try and add each of these below to your warm up?

Energy

Low energy - smooth movements - arm circles, walking slowly, shoulder movements.

High energy - strong powerful movements - sprinting fast, star jumps.

Speed

Slow - move in slow motion.

Fast - move double time.

Acceleration /deceleration - slow to fast or fast to slow.

Flow

Robotic - short, sharp movements.

Continuous flowing smooth movements - swinging arms, twisting, turning.

ACTIVITY 1: Time

1. Children to watch the video clip for examples of different **dynamics**:

<https://youtu.be/02nzFHmgPGk?si=j11GNCf5tCio3hNY> (Please note this is an external link to PPP)

2. As a whole class the teacher to guide the children to clap with different **speeds**...

Step 1: Children clap as a steady beat - 4/4 x signature (4 beats- call out the beats as you clap 1, 2, 3, 4)

Step 2: Repeat in half time as step 1 (slower beat)

Step 3: Repeat in double time (twice as fast as step 1)

Teacher to repeat step 1, 2 and 3 with tapping, stomping feet then slapping thighs or clicking fingers.

ACTIVITY 2: Double the sound

1. Children to now work with a partner- How can they make sounds together?

e.g. Together...

Pat hands,
Stomp, jump,

Clap,
Hop,
Drag feet,

Pat the floor.



Children to focus on the **dynamic element Speed** e.g...

One child to stomp half time and one child to stomp double time.

2. Children to continue to vary their **speed** between each other - Can they come up with new **speeds** and times together- **creating/choreograph a short dance sequence?**

Challenge:

Can you add the **relationship element contact?** e.g. Tap hands or feet.

Can you add the **relationship element unison?** e.g. Same speeds at the same time.

Can you add the **relationship element canon?** e.g. Same or different speeds on after the other.

ACTIVITY 3 Double the sound

1. In pairs- How can they use different energy to create sound?

Children to focus on the **dynamic element energy** e.g...

Can they use their body to make loud powerful sounds (**high energy**)? e.g Jump stamp, loud claps.

Can they use their body to make quiet soft sounds (**low energy**)? e.g clicking, lightly patting fingers on the floor, tapping thighs, shuffling feet.

2. In pairs- Combine low energy and high energy movements together - to create a short dance sequence.

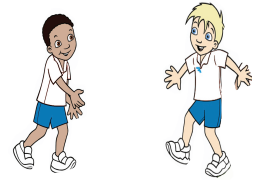
Challenge: Can you vary uses of **flow** in your dance sequence e.g. which sounds can be **continuous** and which sounds can be stop start? Where could you put pauses into your dance?



ACTIVITY 4:

1. In pairs, can you link your dance sequence from Activity 2 and Activity 3?

Linking learning: Can they use some **relationship elements** from last lesson?



Which movements would work best with - Formations, Matching, Mirroring, Unison, Canon, Proximity, Complementing, Contrasting?

ACTIVITY 5:

1. Split the class into two. One half to dance and the others to watch.
2. Teacher to spread out the groups and count them in to the music.
3. Children can be mini-coaches and give feedback to the performers.

What did they like about the performance? What were their favourite stomp moves?

Q&A: What **dynamic elements** did they see when they were performing?
e.g. **energy, speed and flow**

4. Swap over.

COOL DOWN

Children move around the room, changing the speed of travel from a fast to a slow walk to bring their heart rates down.

PLENARY

Did you enjoy creating different sounds? What did you enjoy the most? How did you show a variety of **dynamics** in your dance?